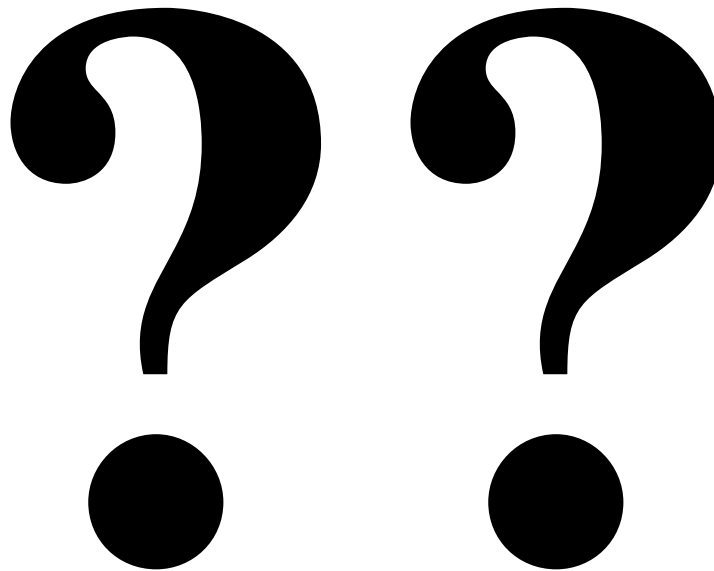


Module 2:
"Where Am I Now?"



THE SPOUSE EMPLOYMENT ASSISTANCE PROGRAM

SPOUSE CAREER/LIFE COURSE - MODULE 2

TRAINING OUTCOME

Participants will assess their competencies, interests, values, preferences, and occupational attitudes, as well as their educational level, family structure, and financial status. All this information will increase their own self awareness, help them evaluate their current status, and provide a rational basis for making future life choices.

ESTIMATED TIME

2 hours

AGENDA

- Introduction
- **Ex:** Life Values Assessment
- **Ex:** Work Preferences Assessment
- **Ex:** Personality Assessment (optional)
- **Ex:** Skills Assessment
- Review of the Group's "Matches"
- **Ex:** Possible Occupations
- Summary
- Evaluation

PARTICIPANT MATERIALS

- Participant Guide

TRAINING AIDS

- Overheads 1 through 6
- Pre-prepared chart (See Preparation Notes to the Instructor)

EQUIPMENT AND SUPPLIES

- Overhead projector
- Easel, Chart paper, Tape, and Markers

PREPARATION NOTES TO THE INSTRUCTOR

1. Set up room by arranging the furniture in an appropriate manner.
2. Hang the Career Plan chart from Module 1 in the room. Prepare to discuss Career Plan and the link to this Module.
3. Prepare a chart outlining The Match (see Instructor Aid 2).
4. Prepare a chart listing the agenda.
5. It is strongly recommended that participants complete one of these, SDS Self-Directed Search, the Strong Interest Inventory, the Myers Briggs Type Indicator (MBTI) or the Kiersey Bates (www.kiersey.com) personality assessment prior to class. "Please Understand Me" and "Do What You Are" are included for your reference.

Please note that the time allotment for this Module does not include the time to discuss how the personality assessment links to a job search. An additional 30 minutes, minimum, would be needed.

6. After the section on Review Group Matches, use O*NET to discuss with participants possible occupations that are available to them based on their skills, values, interests, and personality. This will be a volunteer-based discussion, so prepare in advance an occupation to examine in case no one volunteers.

It is important during this portion that you help the participants to understand the importance of finding a job that matches what they discovered about themselves (skills, interests, values, and personality).

7. Display Overhead 1 before the start of class.

MODULE 2: “WHERE AM I NOW?”



1

INTRODUCTION (10 MINUTES)

Welcome participants to the training:

- Introduce yourself and welcome participants to their local Family Service Center and to the Spouse Career/Life Course.
- Set up boundaries for confidentiality sake.
- Provide a brief summary of your background and experience.
- If applicable, introduce other persons (non-participants) or guest speakers and describe their role.
- State that some modules will be presented by guest speakers on specific specialist areas.
- Notify the participants that the role of the instructor(s) is to take participants through the course and provide them with support whenever they need it. If participants wish, they can approach you individually during breaks, after class hours by appointment, etc.
- Review logistics (e.g., breaks, bathrooms, and drink machines); Review Module agenda.
- Tailor the module for your audience.



Page 14 - Participant Guide

- Briefly state the contents of the Module; Review agenda
 - In this Module, you will undertake a battery of self-inventories to increase your self-awareness and identify your most suitable job choices. This information along with an evaluation of your current personal status, will help answer the question, “Where am I now?”



2

State Objectives:

At the end of this Module, you’ll be able to:

- Identify which jobs may be most suitable for you.

- Identify your key skills, life values, and work preferences.
- Compile your personal profile to provide a rational basis for assessing future decisions.

Career Plan link to Module:

Page 15 - Participant Guide
Instructor Aid 1



Instructor Note: Refer to Career Plan wall chart.

- In any good business plan you will need to assess what you have to offer and what you want to offer, as well as ensure that your business is compatible with your values and preferences.

This section will help you identify your life preferences, skills, interests, and values so that Career Plan will be a successful venture.



3

Introduce self inventories and purpose of completing them:

- In our working lives we all face decisions on career paths. Too often we make important life decisions in a reactive mode rather than from a position of choice, i.e., I know what I'm doing.
- Purpose is to systematically identify your current situation, i.e., assess your knowledge, skills, abilities, interests, values, work preferences, and personal circumstances.
- Use information to make informed decisions and allow you to achieve your plan and be in a position of choice in your life.

Introduce the Match framework:

Page 26 - Participant Guide
Instructor Aid 2



- Tell participants that the “Match” will be used to sort out factors that need to be considered to achieve your plan, and serves as a starting point to assess your current situation.
- This framework allows you to identify and prioritize in terms of the importance of these factors. It focuses on your personality type, life values, skills, and work preferences. Through increasing your self-awareness, the Match framework can allow you to direct and guide your career and life planning, and evaluate life choices as they come along.

- After each inventory, you will complete the relevant section of the framework. We will also discuss the results so you have a full understanding of what it all means.

EXERCISE 1: LIFE VALUES ASSESSMENT (15 MINUTES)
--

Introduce the values assessment:

- This inventory will assess your life values.

Pages 16 through 18 - Participant Guide
Instructor Aid 3

Conduct exercise:

1. Explain the values inventory and what they need to do.
2. Inform that they have 5 minutes to complete the inventory.
3. Instruct them to fill in the relevant section of their “Match” when they have finished the inventory.
4. Go around the room answering any questions and ensuring that everyone understands what they need to do.

Facilitate discussion:

Ask participants: “Was it easy to identify your values?” “Was there much difficulty in narrowing your list to the top four?”

Instructor Note: Answer any questions raised by participants.
 Allow 5 minutes for discussion.

State that the more focused you can be when identifying what is important to you, the better you will get to know yourself.

Remind participants of the follow up option.

EXERCISE 2: WORK PREFERENCES ASSESSMENT (15 MINUTES)
--

Introduce the work preferences assessment:

- This inventory will assess your work preferences.

***Pages 19 through 21 - Participant Guide
Instructor Aid 4***

Conduct exercise:

1. Explain the work preference inventory and what they need to do.
2. Inform that they have 10 minutes to complete the inventory.
3. Instruct them to fill in the relevant section of their “Match” when they have finished the inventory.
4. Go around the room answering any questions and ensuring that everyone understands what they need to do.

Facilitate discussion:

Ask participants: “Did any particular question stand out for you?” “Which ones?” “Are you beginning to identify your work preferences?”

Instructor Note: Answer any questions raised by participants.
Allow 5 minutes for discussion.

State that it’s important to be honest with yourself when identifying how you prefer to work so that you can search for a position that best meets your needs.

EXERCISE 3: PERSONALITY ASSESSMENT

Instructor Note: This section is optional! If you choose to conduct a personality assessment, “Please Understand Me” and “Do What You Are” are included for your references. An additional 30 minutes, minimum, is needed if assessment is completed prior to the class.

Introduce the personality assessment:

- This inventory will assess who you are and how you operate.

Instructor Note: Distribute handouts as needed.

Conduct exercise:

1. Explain the personality inventory and what they need to do.
2. Inform the time they have to complete the inventory.

Instructor Note: *Distribute handouts of personality types as appropriate to each participant.*

Discuss exercise:

Ask participants in a large group: “What new thing did you discover about yourself?”

Instructor Note: *Answer any questions raised by participants.*

Instruct participants to select personality traits to fill in the relevant section of their “Match.”

State that by identifying who they are, they may begin to see connections between their values and work preferences.

EXERCISE 4: SKILL ASSESSMENT (15 MINUTES)
--

Introduce the skill assessment:

- This inventory will assess your skills and abilities.

Pages 22 through 25 - Participant Guide

Instructor Aid 5

Conduct exercise:

1. Explain the skill inventory and what they need to do.
2. Inform that they have 10 minutes to complete the inventory.
3. Instruct them to fill in the relevant section of their “Match” when they have finished the inventory.
4. Go around the room answering any questions and ensuring that everyone understands what they need to do.

Facilitate discussion:

Ask participants: “Did you find you are good at several skills?” “How hard was it to narrow your list to the ones you absolutely love?”

Instructor Note: *Answer any questions raised by participants.
Allow 5 minutes for discussion.*

State that it can be motivating to recognize the many skills you have and enjoy doing. Identifying these skills will help you identify what type of work will be good for you.

Remind participants of the follow-up option.

REVIEW GROUP MATCHES (10 MINUTES)

Facilitate discussion:

Ask participants: “What did you learn from completing these self-inventories and your Matches?” “Were you surprised by the results?”

Answer any questions that spouses may have about the results. If appropriate, encourage participants to make an appointment to meet with their SEAP Manager or SEAP Counselor to further discuss their individual results.

Inform participants that they will be constantly referring to their “Matches” throughout the course. It will be used as their own personal road map, e.g., for preparing for interviews etc. Make the point that companies have their own equivalent of the Match framework and they are called their mission statements.



4

EXERCISE 5: POSSIBLE OCCUPATIONS (45 MINUTES)

Introduce exercise:

- You have just assessed your life values, personality, work preferences, and skills.
- Using this information you can identify the occupations that fit your circumstances.

Conduct exercise:



5

1. Break participants into small groups of about three people each.
2. Each group will brainstorm and list three occupations per group member that are suitable to them.
3. Inform participants they can use their Match and Career Plan (from Module 1) to help them identify possible occupations for themselves.
4. Inform that they have 10 minutes to complete the exercise.

Facilitate discussion:

Instructor Note: *For this discussion, you will use O*NET or FSC resources to examine what a person would need to enter into a possible occupation. Ask for one volunteer at a time since you have 25 minutes for this discussion.*

Ask for a volunteer to have one of their possible occupations examined against the contents of their Match.

Instructor Note: *If you have multiple copies of O*NET or FSC resources you can distribute one book per group and have each group perform the activity below.*

Locate the occupation in O*NET and examine the description against the volunteer's Match. Look at the fit between the occupation and the participants Match components:

- Interests
- Current skills
- Skill needs for the occupation
- Training needs for the occupation
- Values
- Personality
- Work Preferences

Remind that it is important to match the position or occupation with your circumstances.

Provide an example: You cannot work weekends due to other commitments. You apply for a position at the commissary that includes working on the weekend. You accept the position then inform your new boss that you cannot work on weekends.

This position does not match or is not consistent with your circumstances. Review carefully the occupations you are interested in and be sure they match your assessed values, work preferences, personality and skills.



6

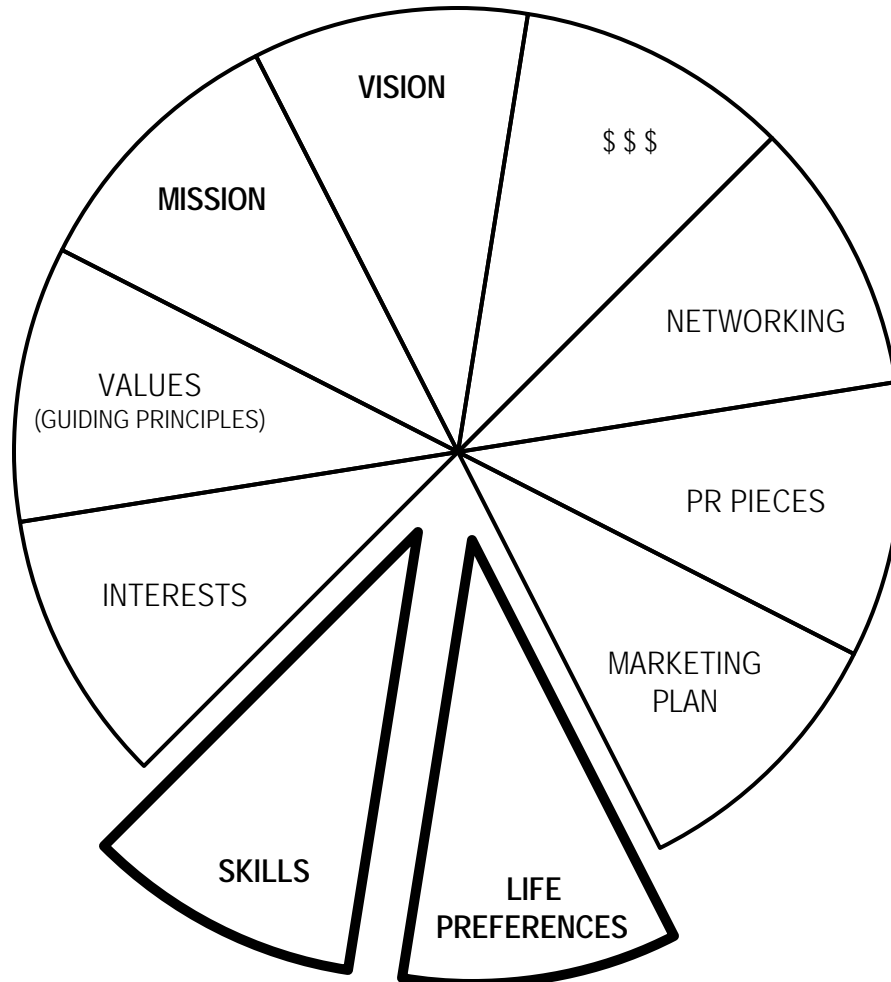
SUMMARY AND TRANSITION (5 MINUTES)

In this Module, you:

- Completed self-inventories that provided information on your personality type, preferred occupations, life values, key skills, and work preferences.
- Compiled your own “Match,” as a basis to proactively make decisions and evaluate life choices.
- We will use your Career Plan and Match to identify gaps between your plan and your current situation, and to start forming your Individual Career and Life Plan.

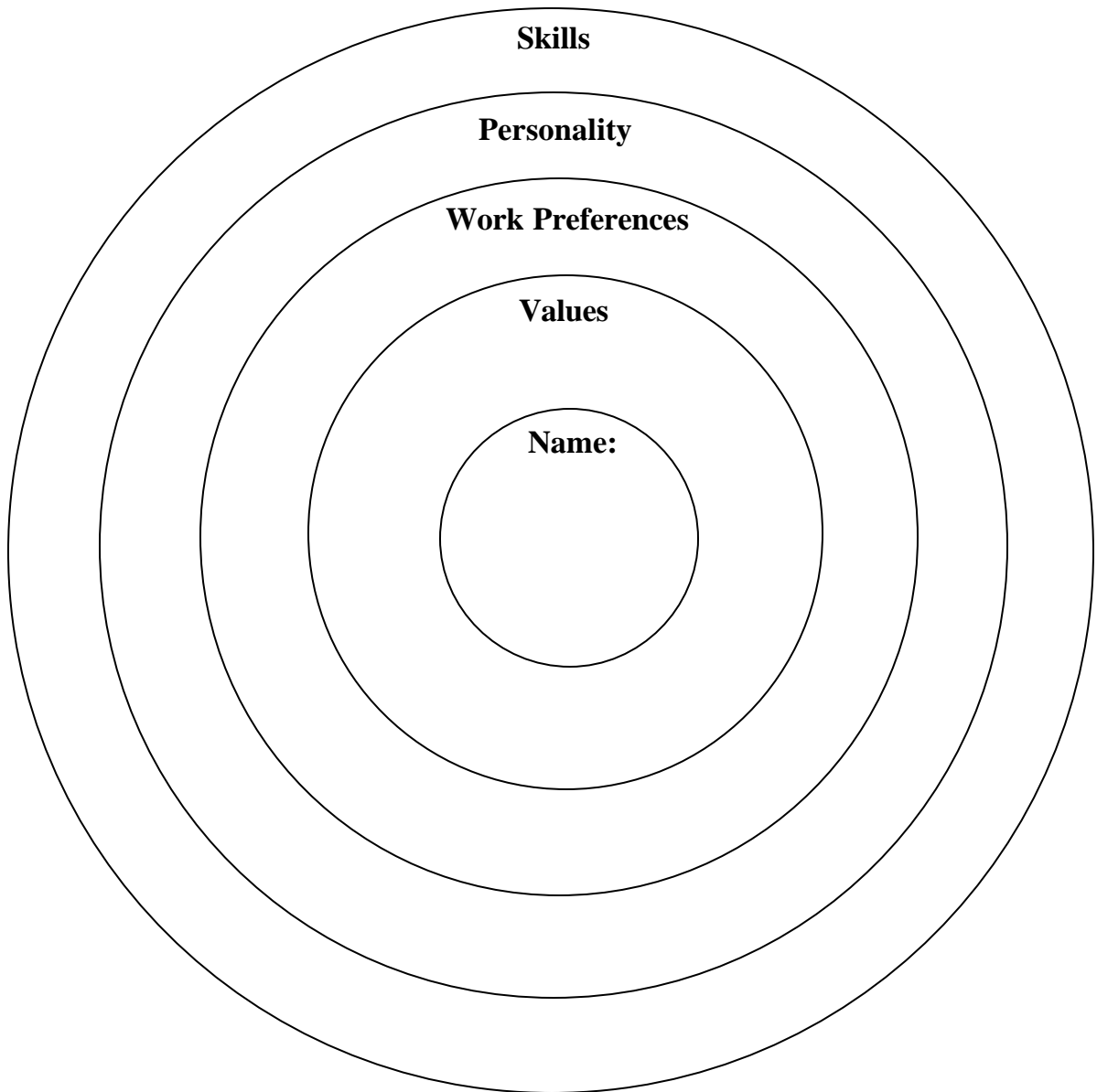
Ask participants to complete the evaluation in the Participant Guide.

Career Plan



In any good business plan you will need to assess what you have to offer and what you want to offer, as well as ensure that your business is compatible with your values and preferences. This section will help you identify your life preferences, skills, interests, and values so that Career Plan will be a successful venture.

The Match



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Life Values Exercise

Instructions:

- Carefully read each value on the following two pages.
- Write down any values that are missing from the list.
- Check off those values that are most important to you in your life right now.
- Write down four and prioritize these values in your “Match.”

Follow Up:

You may want to revisit this exercise after the session to consider how you would define each of your top values, i.e., how you would know if this value was being satisfied in your life. What you see, what you hear, what you feel, or what is happening when this value is being satisfied.

Example:

Honesty and Integrity

What you see is what you get! I am valued and rewarded and accepted for being myself. My standards for myself are shared by those with whom I live, work, and play.

Life Values

1. _____ **Help Society:** Contribute to the betterment of the world I live in.
2. _____ **Help Others:** Help other people directly, either individually or in small groups.
3. _____ **Public Contact:** Have a lot of day to day contact with people.
4. _____ **Work with Others:** Have a close working relationship with a group; work as a team toward common goals.
5. _____ **Affiliation:** Be recognized as a member of an organization or club that is important to me.
6. _____ **Friendship:** Develop close personal relationship with people I work or go to school with.
7. _____ **Competition:** Test my abilities against others. There are clear outcomes.
8. _____ **Make Decisions:** Have the power to make rules and to determine where to go next.
9. _____ **Live under Pressure:** Participate in situations where deadlines and high quality work are required of me.
10. _____ **Power and Authority:** Be responsible for programs, activities, and people.
11. _____ **Influence People:** Be in a position to change other people's attitudes and opinions.
12. _____ **Work Alone:** Do things by myself, without much contact with people.
13. _____ **Knowledge:** Seek knowledge, truth, and understanding.
14. _____ **Intellectual Status:** Be regarded by others as a person of intellectual achievement or as an expert.
15. _____ **Artistic Creativity:** Do creative work in any of several art forms.
16. _____ **Creativity (General):** Create/invent new ideas, programs, organizational structures or anything else that has not been developed by others.
17. _____ **Aesthetics:** Have a job or be involved with projects that value a sensitivity to beauty.
18. _____ **Achievement:** Seeing the results of my efforts.
19. _____ **Balance:** Having energy and time to enjoy all aspects of your life: Job/School, Community, Family/Home/Friends, Personal.

20. _____ **Change and Variety:** Live a life that involves a lot of change or that is done in a lot of different settings.
21. _____ **Precision Work:** Do activities/work that allows little tolerance for error.
22. _____ **Stability/Routing:** Live a life that is predictable and not likely to change over a long period of time.
23. _____ **Fast Pace:** Work/play quickly; keep up with a fast pace.
24. _____ **Recognition:** Be recognized for the quality of my work in some visible or public way.
25. _____ **Excitement:** Do work that is very exciting or that often is exciting.
26. _____ **Adventure:** Be involved in activities/work that require(s) me to take risk..
27. _____ **Profit/Gain:** Expect to earn a large amount of money or material possessions.
28. _____ **Independence:** Decide for myself what I will do and how I will go about it; not have to do what others tell me to do.
29. _____ **Moral Fulfillment:** Feel that what I do is contributing to moral standards that I feel are very important (e.g. honesty/integrity).
30. _____ **Location:** Find a place to live that matches my lifestyle and allows me to do things I enjoy the most.
31. _____ **Physical Challenge:** Do work/play that is physically challenging and rewarding.
32. _____ **Time Freedom:** Handle my life according to my own time schedule; no specific schedule is required.
33. _____ **Supervision:** Have a job where I guide other people in their work..
34. _____ **Security:** Be assured of keeping my job and a reasonable financial reward.
35. _____ **Community:** Live in a town or city where I can get involved in community affairs.
- _____ **Others:** *

* This list was derived from an exercise developed by Howard E. Figler, Director of Counseling at Dickinson College, Carlisle, PA. It appears on pp. 77–79 of *PATH: A CAREER WORKBOOK FOR LIBERAL ART STUDENTS* (Cranston, R.I., The Carroll Press, 1975.)

Work Preferences

Instructions:

- Your work preferences include:
 - Where you want to work
 - How much you want to work with others
 - How you respond to different work situations
 - Complete the following questions by circling the answer that you prefer. If you want to clarify or explain your answer, write in your remarks to the right of the answer you chose. There are no right answers!
 - Write down any other work preferences that come to mind.
 - Write down the top four work preferences in your “Match.”
-

• **Do you want a job that requires:**

-) A lot of travel
-) some travel
-) no travel

• **Do you like a job that requires:**

-) a lot of contact with people
-) very little contact with people

• **Do you get more energy from working:**

-) in groups

-) alone
- . **Do you work best:**
 -) under pressure
 - imposed by others or system
 - imposed by self
 -) with no time pressure
- . **Which situation appeals to you more?**
 -) the structured and scheduled
 -) the unstructured and unscheduled
- . **Do you prefer to have:**
 -) work duties that change a lot or in which there is a great deal of variety
 -) work duties that are fairly routine
- . **Do you prefer to:**
 -) work behind a desk
 -) have a lot of activities that get you up and out — around or outside the work place
- . **To what degree are you a risk taker?**

) a great deal

) a little

) not at all

. Do you prefer to work:

) independently

) as part of a team

0. Do you prefer to:

) start-up a new project or task

) maintain a project or task

1. Do you prefer a job that requires you to be:

) organized, goal-oriented, timely, task-oriented

) spontaneous, flexible, open to new options, process-oriented

2. Do you prefer to:

) work regular hours

) set your own schedule

3. Do you prefer to work:

) an eight-hour day

-) whatever it takes to get the job done

4. Are you willing to work overtime?

-) yes
-) prefer not to
-) no

5. How do you feel about being a supervisor?

-) enjoy supervising others
-) do not want to supervise others

6. Do you prefer working in an atmosphere where:

-) everyone is sociable and friendly
-) everyone is task-oriented and fairly impersonal

7. If a job promotion required relocating, would you:

-) take the promotion and relocate
-) not be willing to relocate

8. If a job required more training/education, would you:

-) be really motivated to take a course or return to school
-) be willing to take a course or return to school
-) prefer not to take a course or return to school

9. In your job would you be best described as:

-) **YEAST** — Your job just keeps growing and growing to keep up with all your ideas and to keep you motivated.
-) **A MICROCHIP** — You stick fairly close to your job description, and the work that is assigned to you.

10. For you, the best reward for doing a job is:

-) the work itself
-) excellent pay and benefits
-) just a plain thank you
-) recognition from management, peers and customers

ther:

Skills Assessment Activity

Instructions:

- Read the skills on the three sheets provided.
- Put a check (✓) next to each skill that you are good at doing (your own judgment, people seek you out for this skill, you have experience at school, home or outside activities). **If you have any questions about the meaning of a word, just ask.**
- Is there one sheet that has a lot more checks than the others?
The first sheet lists Social skills; the second sheet lists Investigative skills; the third sheet lists Realistic skills (Physical/Mechanical) and Artistic skills.
- Go through the list again looking only at the words that you've checked...and circle the check if you **LOVE** to do this skill (it is fun; it is almost like not working at all; whenever you do it, time passes very quickly).
- Write down the top four skills that you really enjoy doing and prioritize these in your "Match."

Follow Up:

You may want to revisit this exercise after the session by going through the list again and marking with an asterisk (*) those skills that you'd like to learn. Can you think of ways to get knowledge, skill and experience in the ones that you starred? (School, volunteering, work, activities, home).

HELPING/HUMAN RELATION SKILLS

- ___ caring for others
- ___ being sensitive
- ___ empathizing
- ___ listening and understanding
- ___ counseling and guiding
- ___ communicating warmth
- ___ collaborating with others
- ___ participating in teamwork
- ___ advocating/negotiating for others
- ___ leading others
- ___ motivating/coaching others
- ___ sharing
- ___ hosting/hostessing
- ___ creating pleasant environments

INSTRUCTIONAL/EDUCATIONAL SKILLS

- ___ briefing and explaining
- ___ teaching and tutoring
- ___ advising/informing
- ___ training
- ___ leading and facilitating
- ___ creating learning environments
- ___ enabling others to help themselves
- ___ empowering and training others
- ___ illustrating concepts with examples

LEADERSHIP SKILLS

- ___ initiating/establishing
- ___ self-directing
- ___ managing time
- ___ persisting
- ___ confronting problem situations
- ___ planning and promoting change
- ___ active problem solving
- ___ taking risk
- ___ making hard decisions
- ___ evoking loyalty
- ___ motivating groups
- ___ inspiring trust
- ___ chairing meetings—persuading
- ___ influencing others
- ___ selling
- ___ negotiating/bargaining
- ___ debating
- ___ promoting ideas and products
- ___ reconciling conflicts
- ___ mediating
- ___ synergizing
- ___ attracting skilled, competent, creative people
- ___ instinctively understands political realities
- ___ works self-directedly without supervision
- ___ recognizing when more information is needed
- ___ adept at calling in other experts when needed

MANAGEMENT SKILLS

- ___ managing responsibility
- ___ delegating responsibility
- ___ organizing/coordinating others
- ___ planning and forecasting
- ___ designing and developing programs
- ___ establishing procedures and/or organizing structures
- ___ directing and supervising others
- ___ reviewing and evaluating
- ___ hiring and team building
- ___ implementing policies
- ___ developing potential in people
- ___ determining/interpreting goals

COMMUNICATIONS/ PUBLIC RELATION SKILLS

- ___ communicating
- ___ writing reports/letters/memos
- ___ conversing
- ___ speaking
- ___ editing
- ___ reading
- ___ translating/explaining
- ___ defining
- ___ summarizing
- ___ writing: imaginative/promotional
- ___ public speaking
- ___ using humor
- ___ making media presentations
- ___ telling stories

_____ performing in public

NUMERICAL/ORGANIZATIONAL SKILLS

- ___ preparing financial/bookkeeping reports
- ___ managing budgets or money
- ___ allocating resources
- ___ counting/computing/calculating numbers
- ___ financial planning; save money for the future
- ___ solving statistical problems
- ___ word processing/database/graphics
- ___ cost analysis
- ___ meeting deadlines
- ___ accepting responsibility
- ___ follow through
- ___ organizing records; classifying/filing/processing
- ___ getting things done; meeting goals;
 producing results
- ___ making arrangements/contacts paying attention to details
- ___ implementing decisions
- ___ coordinating
- ___ systematizing
- ___ planning on the basis of lessons from the past
- ___ prioritizing
- ___ completing/delivering what you promise
- ___ improving performance
- ___ making good use of feedback

RESEARCHING

- | | | |
|-------------------|-----------------|------------------------|
| ___ investigating | ___ identifying | ___ collating |
| ___ detecting | ___ finding | ___ classifying |
| ___ surveying | ___ gathering | ___ assembling |
| ___ inventorying | ___ collecting | ___ proving/disproving |
| ___ interviewing | ___ compiling | ___ reporting |

OBSERVATIONAL/ANALYTICAL SKILLS

- ___ sensing/feeling/listening/being aware
- ___ observing/reflecting (people/data/things)
- ___ perceiving potential in others
- ___ learning quickly
- ___ keeping track of details
- ___ reasoning and abstracting
- ___ using logic
- ___ assessing
- ___ appraising
- ___ perceiving and defining cause and effect relationships
- ___ interpreting

PROBLEM-SOLVING SKILLS

- ___ gathering information
- ___ clarifying problems
- ___ anticipating problem
- ___ organizing and classifying
- ___ analyzing/dissecting/breaking into parts
- ___ diagnosing/finding the root of the problem
- ___ problem solving
- ___ troubleshooting
- ___ testing ideas
- ___ critiquing
- ___ evaluating
- ___ reviewing

PHYSICAL/MECHANICAL SKILLS

- ___ physical coordination
- ___ plant care
- ___ farming
- ___ animal care
- ___ traveling
- ___ navigating
- ___ physical stamina
- ___ outdoor work
- ___ camping
- ___ athletics
- ___ manual labor
- ___ tending machines
- ___ cleaning
- ___ cooking
- ___ crafts
- ___ dancing
- ___ technical skills
- ___ mechanical reasoning
- ___ spatial perception
- ___ designing/shaping/composing
- ___ operating equipment or machines
- ___ using tools
- ___ repairing
- ___ assembling
- ___ installing
- ___ building/construction work
- ___ lifting/balancing/moving
- ___ precision work
- ___ producing
- ___ weaving, knitting, painting
- ___ sketching/drawing

CREATIVE/IMAGINATIVE/INNOVATIVE SKILLS

- ___ imagining
- ___ intuiting
- ___ improvising
- ___ inventing
- ___ innovating
- ___ creating ideas
- ___ experimenting
- ___ developing
- ___ formulating
- ___ synthesizing
- ___ integrating
- ___ predicting/showing foresight
- ___ adapting
- ___ improving
- ___ possessing insight
- ___ designing new programs/materials
- ___ staging/directing productions
- ___ possessing sensitivity to beauty
- ___ being expressive verbally/non-verbally
- ___ being creative(music, art, photography, sculpture, etc.)
- ___ visualizing colors, shapes and concepts
- ___ symbolizing words/images/concepts
- ___ writing poetry, plays, stories
- ___ performing, acting